

Limited English Proficient (LEP) Students

Desired Outcomes

1. LEP students acquire full proficiency in English as rapidly and effectively as possible. (NCLB 3102)
2. LEP students meet state standards for academic achievement. (NCLB, 1111(b)(1)(B), 3116(b)(3)(c), Rules Governing Thoroughness 105.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions:

- I. Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
- II. Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- III. Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- IV. Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- V. Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
- VI. Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.
- VII. Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

Note: Because the methodology of the Idaho Department of Education monitoring team includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

I	Involvement Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.	
I-LEP 1. The LEA outreach to parents of LEP students includes the following actions: (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to <ul style="list-style-type: none"> • Attain English proficiency. • Achieve at high levels in core academic subjects. • Meet challenging state academic standards expected of all students. (c) An LEA that has not made progress on annual measurable achievement objectives informs parents/guardians of LEP students of such failure not later than 30 days after such failure occurs. NCLB Title III Sec.3302, 3302(b),3302(e)(1)		
Leading School questions: 1) How strong/successful is the parent involvement at the school? 2) What is the school doing to involve parents of LEP students? Parent questions: 1) Do you feel that the school provides you with adequate information regarding your child, school activities and involvement opportunities? 2) Do you receive written or verbal notifications from the school? What do they regard?		
Evidence Reviewed		
Document <input type="checkbox"/> District/LEA policies/procedures on parental involvement <input type="checkbox"/> Documentation of specific parent involvement programs and numbers of parents involved <input type="checkbox"/> Samples of communications provided to parents in languages other than English, translated to the extent practicable <input type="checkbox"/> Copy of letter sent to parents if the LEA fails to make		Interview <input type="checkbox"/> Parents <input type="checkbox"/> Teachers <input type="checkbox"/> Principals <input type="checkbox"/> District administrators <input type="checkbox"/> Others: _____

progress on annual measurable achievement objectives (N/A until 2007) <input type="checkbox"/> Sample letter sent to parents informing them their child did not make adequate progress. <input type="checkbox"/> Other: _____	
Findings:	
Recommendations:	
Commendations:	
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed	

II	Governance and Administration Policies, plans, and administration of categorical programs meet statutory requirements.
II-LEP 2. The district has properly identified, assessed, and reported all students who have a primary home language other than English. NCLB Title III Sec.3127, Title VI Office of Civil Rights	
Leading School Questions: 1) Do you have the home language of every student at your school on record? 2) How does your school determine home language?	
Evidence Reviewed	
Document <input type="checkbox"/> District policies/procedures that describe identification of English language learners, inclusive of a English language proficiency placement test and notifications to parents <input type="checkbox"/> Student records - Home Language Surveys in student files <input type="checkbox"/> Notifications of placement into a specific language development program sent to parents or guardians, including an option for parents to waive services. All notifications must be translated into the home languages to the extent practicable <input type="checkbox"/> Documentation that all students identified for a language development program are placed into a program within 30 days of registration and 2 weeks of arrival, if within the school year	Interview <input type="checkbox"/> District administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____

<input type="checkbox"/> Other: _____	
Findings:	
Recommendations:	
Commendations:	
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed	

III	Funding Allocation and use of funds meet statutory requirements for allowable expenditures.
III-LEP 3. Adequate general fund resources are used to provide each LEP student with learning opportunities in an appropriate program, including English-language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.	
5.1 Funds provided by Title III for limited-English-proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school.	
NCLB Title III Sec.3115(g)	
Leading District Questions: 1) How is your district committed to funding LEP student programs, aside from using Federal and state LEP specific funding?	
Evidence Reviewed	
Document <input type="checkbox"/> Purchase orders double signed, kept on file, paid in full <input type="checkbox"/> Expenditure reports for Title III funds and state LEP funds <input type="checkbox"/> Time-accounting records of multi-funded staff <input type="checkbox"/> Assurance that no more than 2% of Title III funds are used for administrative purposes <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> District administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Fiscal staff
Findings:	
Recommendations:	
Commendations:	
Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed	

IV	Standards, Assessment, and Accountability Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.	
	<p>IV-LEP 4. The LEA has implemented a process and criteria to determine the effectiveness of programs for LEP students, including:</p> <p>(a) A way to demonstrate that the programs for LEP students produce, within a reasonable period of time:</p> <ul style="list-style-type: none"> • English-language proficiency comparable to that of average native speakers of English in the district • Academic results indicating that English language learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English <p>(b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English language learner achieves full proficiency in English and academic achievement at grade level</p> <p>NCLB Title III Sec.3101, 3121</p>	
<p>Leading District Questions:</p> <p>1) Does the district review and evaluate the LEP programs within each school? How often?</p>	<p>Leading School Questions:</p> <p>1) What is included in the school's annual ELL program review?</p> <p>2) What is your school specifically doing to meet AYP for LEP students?</p>	
<p>Evidence Reviewed</p>		
<p>Document</p> <p><input type="checkbox"/> LEA plan and/or other district documents that describe criteria and process for determining the effectiveness of the district's programs for English learners</p> <p><input type="checkbox"/> If applicable, Title III Improvement Plan addendum</p> <p><input type="checkbox"/> Single School Plan for Student Achievement or School Improvement Plan</p> <p><input type="checkbox"/> LEP student roster file, indicating all LEP students in the district for annual assessment purposes</p> <p><input type="checkbox"/> Longitudinal data on academic achievement of current and former LEP students</p> <p><input type="checkbox"/> Description of how the LEA's evaluation procedure involves</p>	<p>Interview</p> <p><input type="checkbox"/> District administrators</p> <p><input type="checkbox"/> Site administrators</p> <p><input type="checkbox"/> Teachers</p> <p><input type="checkbox"/> Others: _____</p>	

district and site staff in determining possible program improvements <input type="checkbox"/> Other: _____		
Findings:		
Recommendations:		
Commendations:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		
IV-LEP 5. The LEA transitions a pupil out of the LEP program by using a process and criteria that include, but are not limited to: 5.1 The LEA monitors for a minimum of two years the progress of students taken out of the program to ensure correct classification, placement, and additional academic support, if needed. NCLB 3121(a)(4), 3127		
Leading School Questions: How does the school monitor exited LEP students?		
Evidence Reviewed		
Document <input type="checkbox"/> List of students transitioned out of the LEP program and placed on monitoring status (LEPX) - Students are exited because they are proficient in English <input type="checkbox"/> Documentation that verifies that the students transitioned have met the LEA criteria for exiting the program <input type="checkbox"/> Student records (selected) <input type="checkbox"/> Records of follow-up monitoring for two years for LEPX students <input type="checkbox"/> Monitoring forms <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> District administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Others: _____	Observation <input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____
Findings:		
Recommendations:		

Commendations:**Conclusion** ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed**V****Staffing and Professional Development**

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

V-LEP 6. Teachers assigned to provide English-language development or access to core curriculum instruction for English language learners are appropriately authorized or are actively in training for a Bilingual or ESL certification.**6.1 On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.**

NCLB Title I Sec.1119

Leading School Questions:

1) Does your school have qualified teachers working directly or in lesson oversight with LEP students?

Evidence Reviewed**Document**

- ☐ List of teachers assigned to teach English Bilingual Ed or ESL and their Bilingual/ESL certification or training status
- ☐ Plan to remedy the shortage of qualified teachers for English language learners (if applicable)
- ☐ Other: _____

Interview

- ☐ Teachers
- ☐ Paraprofessionals
- ☐ Counselors
- ☐ Administrators
- ☐ Others: _____

Observation

- ☐ Classrooms
- ☐ Other: _____

Findings:**Recommendations:****Commendations:****Conclusion** ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed**V-LEP 7. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:****(a) Designed to improve the instruction and assessment of English learners****(b) Designed to enhance the teacher's ability to understand and use curricula, assessment**

measures, and instructional strategies for English learners

(c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills

(d) Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom

NCLB Title III Sec.3115(c)(2)(A-D)

Leading District Questions:

1) Does your district have an accountability plan regarding professional development?

Leading School Questions:

1) What professional development training and collaboration has been available for teachers at the school?

2) What training has been provided for classroom teachers who work with children in the LEP program?

Evidence Reviewed

Document

- ☐ Professional development policies
- ☐ Professional development plans for individual teachers, schools, district
- ☐ Professional development records for teachers, paraprofessionals, counselors, administrators
- ☐ Documentation of accountability mechanisms within professional development opportunities
- ☐ Other: _____

Interview

- ☐ Teachers
- ☐ Paraprofessionals
- ☐ Counselors
- ☐ Administrators
- ☐ Others: _____

Observation

- ☐ Classrooms
- ☐ Other: _____

Findings:

Recommendations:

Commendations:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VI

Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the local educational agency, as required by law.

VI-LEP 8. Parents and guardians of English language learners are informed of the placement of their children in an English-language program. LEA ensures the implementation of an effective means of outreach to parents of limited English proficient students to:

- (e) inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and**
- (f) meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part. (NCLB 3302)**

Note: The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

NCLB Title III Sec.3115, Title VI Office of Civil Rights

Leading District Questions:

- 1) Are you in communication with private schools within your district who may want to access the LEP services?

Parent questions:

- 1) What are the strengths and weaknesses of the LEP program?

Student questions:

- 1) Are there opportunities for you and/or you child to be involved in extra-curricular activities?

Evidence Reviewed

Document

- ☐ District policies/procedures for LEP student access to all programs and activities
- ☐ Written notifications to parents regarding opportunities, translated into the home language to the extent practicable
- ☐ Other: _____

Interview

- ☐ Administrators
- ☐ Teachers
- ☐ Parents
- ☐ Others: _____

Observe

- ☐ Classrooms
- ☐ Other: _____

Findings:

Recommendations:

Commendations:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VII	Teaching and Learning Participants receive core and categorical program services that meet their assessed needs.	
VII-LEP 9. Each student identified for the LEP program receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible. NCLB Title III Sec.3115(c)(1)		
Leading District Questions: 1) Are there any special initiatives within your school that you would regard as models of success? What are they and why are they successful?	Leading School Questions: 1) Are LEP students successful in the school? Are they able to access the content in regular classrooms? 2) Are there any special initiatives within your school that you would regard as models of success? What are they and why are they successful? Student questions: 1) Do you feel like you are learning English at school? 2) Do you feel like you are learning English that helps you with all of your classes? 3) Do you feel like the teachers expect you to learn at high levels?	
Evidence Reviewed		
Document <input type="checkbox"/> ESL or Bilingual Ed. curriculum/course descriptions <input type="checkbox"/> List of LEP and LEPX (monitored) students <input type="checkbox"/> Class lists, daily schedules, or master schedule <input type="checkbox"/> Student records (including assessment data, ISAT and Idaho English Language Assessment - IELA) for selected students <input type="checkbox"/> ELP (Educational Learning Plan) for LEP students receiving any accommodations in the classroom). <input type="checkbox"/> IEP(s) for special education LEP students <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors <input type="checkbox"/> Administrators <input type="checkbox"/> Others: _____	Observation <input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____
Findings:		

Recommendations:		
Commendations:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		
<p>VII-LEP 10. Academic instruction for English learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.</p> <p>10.1 The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.</p> <p>NCLB 3121(a)(2)</p>		
Leading District Questions: 1) What are the specific challenges that your district faces in regards to serving students who are limited in their English ability?	Leading School Questions: 1) How are the English language learners services provided to the students at this school?	
Evidence Reviewed		
Document <input type="checkbox"/> Grade-level course descriptions <input type="checkbox"/> Class lists or master schedule <input type="checkbox"/> List of current and former LEP students <input type="checkbox"/> Student records (including at least ISAT assessment data) for selected students <input type="checkbox"/> ELP (Educational Learning Plan for LEP students receiving any accommodations in the classroom). <input type="checkbox"/> IEP(s) for selected special education LEP students <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors <input type="checkbox"/> Administrators <input type="checkbox"/> Others: _____	Observation <input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____
Findings:		
Recommendations:		
Commendations:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		